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ABSTRACT

The book development plan has established tentative minimum targets for the expansion of book supply in the region between now and 1980. Based on an estimated minimal number of book pages required by pupils, teachers and literacy workers, the 1980 projected per capita supply of educational books should reach 72 pages annually. The supply of general books might tentatively be expected by 1980 to reach a level of 48 pages per person per year. The annual increase required for both educational and general books is 12.2%. In the period to 1975 the increase should be 16% annually. Additional recommendations are as follows: (1) the authors of educational and cultural books should be Africans; (2) the first language to be promoted should be African; (3) the content of books should be in line with the actual needs of the users; (4) priorities in book printing should be based on the urgency of the needs in general education and literacy work, and of those already gainfully employed and (5) printing techniques should come up to the user's requirements while remaining as inexpensive as possible. (MM)

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

MEETING OF EXPERTS ON BOOK DEVELOPMENT IN AFRICA

(Accra, 13-19 February 1968)

REPORT OF THE MEETING

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ANNEX - LIST OF PARTICIPANTS

INTRODUCTION

Opening

1. The meeting of experts on book development in Africa was held at Accra, Ghana, from 13 to 19 February 1968. The present report of the meeting was adopted unanimously.

2. His Excellency Dr. Modjaben Dowuona, Commissioner for Education of the Government of Ghana, in a message of welcome, declared that educational and social progress cannot endure without the stimulus that comes from reading. In spite of the vast natural resources of Africa, he said, Africa can progress and develop only with knowledge, the knowledge that can be gained through books. Noting that African governments could do a great deal to encourage book production, Dr. Dowuona emphasized the rôle of libraries, bookshops, mass media and cheap editions in spreading the book reading habit. He called on the experts to make a realistic appraisal of the problems, bearing in mind the economic position of the developing countries.

3. A statement by Mr. Robert Gardiner, Executive Secretary of the United Nations Economic Commission for Africa, was read on his behalf by Mr. S.I. Edokpayi, Head, Manpower and Training Section of the ECA. Emphasizing the economic context of book development, Mr. Gardiner's message stated that an adequate supply of books could contribute to social and economic progress, as well as to education. He said that the book industry could form an integral part of national development and called for training programmes to assure these qualitative and quantitative requirements. Finally, the Executive Secretary's message urged a co-operative effort on an international and multinational as well as regional basis to cope with these problems.

4. Speaking on behalf of the Director-General of Unesco, Mr. Tor Gjesdal, Assistant Director-General in charge of Communication, observed that the meeting had been convened in order to examine the problems of book development in relation to overall economic and social progress in Africa. Although great possibilities now exist to increase the supply of books this "book revolution" had not yet attained its full potentiality in Africa. It was essential to start a concerted attack on the double problem of ensuring books for education and of building sound domestic publishing industries. The meeting, Mr. Gjesdal concluded, could be of great importance in the systematic planning of book development in Africa.

Participants and officers

5. The meeting was attended by experts from 23 African countries[1] who had been invited by Unesco to participate in a personal capacity. Observers from a number of Member States and international and regional organizations also took part. Four book specialists served as consultants to the Secretariat. A complete list of participants is attached (Annex I).

6. The meeting unanimously elected the following officers from among the participating experts:

Chairman:	Mr. Service Addo, Ghana.
Vice-Chairmen:	Mr. Jonas Mwilambwe, Democratic Republic of the Congo;
	Miss Juliette Ratsimandrava, Madagascar;
	Mr. Tryphon Wagi, Tanzania.
Rapporteur:	Mr. Femi Oyewole, Nigeria.

(1) At its fourteenth session, the General Conference anticipated that a separate meeting might be held in the 1969-1970 period for book development in the Arab States.

Background

7. The meeting was held pursuant to a decision taken by the General Conference at its fourteenth session (resolution 4.222) which considered that efforts to develop book publishing should be "fully integrated into overall economic and social planning" and should contribute to the promotion of mutual understanding. To achieve these purposes, the General Conference urged action to assist the developing countries to strengthen domestic publishing and distribution.

8. The present report comprises two parts. The first reviews the problems of book development in Africa as they emerged from the discussion and working papers. The second summarizes the main suggestions of the meeting for a programme of action.

I. PROBLEMS OF BOOK DEVELOPMENT IN AFRICA

A. BOOKS IN ECONOMIC AND SOCIAL DEVELOPMENT

9. Throughout the meeting, participants stressed the important rôle of books in economic and social development. The premise adopted throughout the discussions was that education is a basic investment for development and that books in turn are a basic tool of education.

10. The meeting took as its point of departure a working paper by the United Nations Economic Commission for Africa which was presented by a representative of the Commission. The paper contained a comprehensive review of Africa's book situation in relation to the problems of economic and social development in the region.

11. The participants were unanimously agreed that economic and social progress depends to a large extent upon the availability of trained manpower which can provide the direction and impetus for maximum use of resources. To stimulate such development - or even to manage what already exists - requires education of increasing numbers of persons in each society. Consequently developing countries have been concentrating more and more of their efforts on providing the education that is essential to maintain the pace of progress.

12. The experts accepted the conclusion of the Economic Commission for Africa that book development can make a most useful contribution to Africa's overall development. The Commission pointed out that "one major bottleneck in Africa's development efforts is the shortage of trained manpower, particularly middle and higher level scientific technical and managerial personnel. For the immediate future this handicap will continue to be central among the restraints on economic growth and social change".

13. The ECA continued: "The tremendous task of lifting African peoples from the present level of abject poverty resulting from a low per capita annual income of only US dollars 110 to a reasonable level of income and standard of living, requires enormous increases in domestic product which in turn requires substantial input of trained manpower and technical knowhow in the exploitation of available natural resources. Since the region is already in short supply of trained manpower, the only way out of the impasse is an equally substantial expansion in educational enrolment including training, and reconstruction of educational curricula to meet the challenges and requirements of development".

14. In the wide-ranging discussion that ensued it was noted that not only are books essential to economic development, but that it was necessary also to adopt an economic approach to the establishment and strengthening of book industries. Emphasis was placed on the need to develop the infrastructure of the publishing industry which raised many problems of an economic character. In this connexion, one expert noted that the United Nations Conference on Trade and Development (UNCTAD), which was currently meeting in New Delhi, was dealing with problems of developing domestic industries in general which were applicable to the case of the publishing industry. The meeting, consequently, noted with satisfaction that Unesco had submitted a report to the second session of UNCTAD in New Delhi which drew attention to the problems faced by the developing countries in securing the materials needed for the establishment of domestic publishing industries.

The experts agreed that upon return to their countries they would urgently pursue the possibility that their governments might consider taking action at New Delhi to support the Unesco initiative.

The present situation

15. The meeting considered a working paper prepared by the Unesco Secretariat on "Books in the Promotion of Development in Africa" which described the present situation of books in the region. The information contained in the paper had been collected through a questionnaire to participating African States with supplementary data drawn from United Nations and Unesco statistical sources and from the publishers' associations in exporting countries.

16. The working paper noted that Africa contained 9.4 per cent of the world's population but produced only 1.5 per cent of the books printed annually.

17. The 34 countries of the region contain almost two-thirds of the population of the continent(1), or 214 million persons. There are very large contrasts in size among them. Eight have less than 1 million inhabitants each; 17 have between 1 and 5 million, while one country with a population of 56 million, contains more than one quarter of the total population.

18. Annual book production in the region in 1965/1966, on the basis of reports from the countries, was 1,310 titles of books and pamphlets(2). This amounted to six titles per million inhabitants.

19. An examination of production figures pointed up the wide disparity in national development of publishing. Of the 34 countries of the region, only 20 produce books. Seven countries publish less than 20 titles annually and only five produce more than one hundred titles per year. Production by number of titles has been fluctuating extensively from year to year but most recent figures indicate a trend towards fewer titles.

20. The average number of copies per title in Africa was estimated at approximately 8,200 books. If one includes pamphlets as well as books, the average number of copies per title in Africa then becomes approximately 5,600. On this basis it was estimated that regional production of books and pamphlets is approximately 7.3 million copies or 34 copies per thousand inhabitants. Production of books alone is estimated at some 6.5 million copies, or the equivalent of thirty copies per thousand. Book production in the region is about one-thirtieth of one book per person per year.

21. World book production in 1964 was estimated at five billion copies. Africa's share of this total was only 1.5 per cent. Africa's per capita production of one-thirtieth of a book contrasted with 7.7 books in the United Kingdom, 6.2 in the USSR and 5 in France.

22. What kind of books were published in Africa? According to information gathered by Unesco, social sciences headed the list with 33.6 per cent. Pure and applied sciences represented 17.6 per cent of the titles of books published. By contrast the share of books published in the pure and applied sciences in France, U.S.A. and U.K. ranges between 20 and 26 per cent, while in the USSR it is about 54 per cent.

23. The low level of book production makes the region largely dependent on book imports. Statistics from a number of different sources make possible an estimate of the number of books and pamphlets imported by the region: some 24 million copies annually. This total of books imported was three times the number of books produced in the region (7.3 million copies).

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(1) The "African region", as used in this report, comprises the following 34 States: Botswana, Burundi, Cameroon, Central African Republic, Chad, Congo (Brazzaville), Democratic Republic of the Congo, Dahomey, Ethiopia, Gabon, Gambia, Ghana, Guinea, Ivory Coast, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Niger, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, Swaziland, Tanzania (United Republic of), Togo, Uganda, Upper Volta, Zambia.

(2) A recommendation adopted by the General Conference of Unesco in 1964 defines a book as "a non-periodical printed publication of at least 49 pages, exclusive of cover pages" and a pamphlet as "a non-periodical printed publication of at least five but not more than 48 pages, exclusive of cover pages, published and made available to the public".

24. Unesco data indicated that the level of book stocks presently available is 24 pages per person as against book needs of 40 pages per person. As for educational books, almost 20 (19.2) pages are available, while the supply actually needed is 32 pages. This gap measures the extent of the region's book shortage and indicates that any book development effort must take into account that there is already a severe book shortage.

B. MEASURES TO PROMOTE BOOK PRODUCTION

25. In discussing the problems of book production, a number of experts described the situation in their own countries. They said they had, in fact, brought with them examples of books they produced and several suggested that it might be useful if these could be displayed. Accordingly, it was agreed that there would be an informal exhibit arranged in the conference building.

26. The experts noted that new production techniques have created what has been described as a "book revolution". But the striking disparities referred to above showed that the benefits had not been extended to the developing countries of Africa. The essence of the "book revolution" is the production of low-cost books with large press runs. It is the economy represented by this large-scale production that allows low prices. Print runs of this size would be difficult for most African countries.

27. A number of examples were cited of the size of print runs in the region. Some speakers observed that experience had shown that small print runs were so expensive that it was difficult to publish certain manuscripts which under present circumstances could not attain wide readership.

28. One reason for the lack of long press runs is the pattern of population and language distribution in Africa. There is a multiplicity of languages in most African States. In a number of cases, moreover, no written language yet exists.

29. The meeting recognized that language was a critical issue, particularly for education in Africa. In almost all African States the language of secondary and higher education is non-African. In many countries, even primary education is conducted in another tongue, although there are increasing examples of first-level instruction in the local language of the area. Nevertheless, the average student is introduced early - if not at the very outset of his schooling - to a language different from the one employed in his home.

30. Many of the countries were making major efforts to produce books and pamphlets in African languages as a means of reaching the great mass of illiterates who spoke no other tongue. Several of the countries have set up Language Bureaux or other organizations for the purpose of stimulating writing in local languages and then publishing the works produced. Books are generally checked for content and style with competent national and even local language authorities. But the difficulty was, the meeting agreed, to find authors capable of writing in these languages. Experts remarked that the higher the educational level of the writer, the cooler he sometimes became to employing local languages.

31. The meeting was concerned about the fact that 75 per cent of the books sold in Africa came from outside the region. One major criticism of these imported books was that they were occasionally ill adapted to African use, even though the major book exporters were making determined efforts to tailor their production more closely to African needs. The experts, remarking that Africa would be dependent upon these imports for some time, called on non-African publishers to invest more in African-language textbooks even though this might not seem profitable in the immediate future.

32. An estimate of the value of books imported into the region in 1965 was U.S. $64 million. The Food and Agriculture Organization estimated that books, pamphlets, newspapers and periodicals, as well as printing and writing paper and newsprint paper, were being imported in increasing quantities. Between 1963 and 1965 the increase in the case of books and pamphlets ranged between 40 and 60 per cent.

33. Pointing to the implications of such imports, the ECA said that although "the conservation of foreign exchange resources is highly desirable, the import of reading materials also has a high content of capital formation in the form of economic, social and cultural changes which may be brought about by books".

34. In response to the request for information on the economics of the book industry in Africa, the representative of the Economic Commission for Africa informed the meeting that his organization was undertaking studies of this subject. Specifically, he added, a pre-feasibility study of the publishing and printing facilities of six Central African countries was now in progress with the assistance of Unesco.

35. Noting the absence of or the difficulties in establishing book industries in Africa, the experts emphasized the need to ensure that foreign publishers participate in the promotion of the African book industry by co-ordinating their investment policies (capital, training, editing, reading committees) with indigenous publishing houses, both national and private. Attention was drawn particularly to the possibilities of aid from outside the region on bilateral and multilateral levels which would help solve the chronic problem of undercapitalization of the publishing industry.

36. Observers from Unesco's Member States who were attending the meeting outlined their programmes of assistance to the various African countries. A principal element in this bilateral assistance was help in curriculum reform and in the provision of actual books and the raw materials necessary for publishing. A common theme also was the recognition that the development of domestic publishing industries was urgent for the region and they all offered to co-operate to the extent of their resources in this endeavour.

37. Among the sources mentioned as providing aid in one form or another to African book development were the United States Agency for International Development, France, the British Ministry of Overseas Development, Czechoslovakia, the Federal Republic of Germany, Canada and Sweden. Among the agencies and institutions which were reported to be actively engaged in helping Africa in this field were WHO, FAO, Unicef, Franklin Book Programs, the Ford Foundation and the British Council, and the Book Development Council of Britain.

38. The representative of the African Development Bank underlined his institution's conviction that the publishing industry was directly connected with economic and social development. He declared that the African Development Bank would be pleased to give active consideration to requests for financial aid to book development.

39. The question of finance evoked a discussion of the need to provide national planning authorities with specific facts to convince them to give the necessary attention to book publishing. It was asked, for example, how the contribution of books to economic development could best be evaluated. One expert noted that the meeting on book development in Asia had estimated that the provision of free textbooks for primary education might be expected to add 10 to 15 per cent to the recurring annual cost of education. He said it would be helpful if Unesco could attempt to draw up a similar estimate for Africa.

40. The experts agreed with an ECA analysis that publishing industries need long-term capital for purchase of equipment and machinery, and short-term capital for meeting recurring costs. "The long-term capital should be negotiated through foreign resources" the ECA added, "and the short-term capital from the internal money market."

41. One expert set forth a programme for future action by participants upon their return to their own countries. These included the need for more thorough economic and social studies which might be conducted with Unesco's assistance in order to encourage investments in book development.

42. The representative of the Director-General suggested that Unesco might bring the problem of financing to the notice of organizations such as the International Bank for Reconstruction and development and its national affiliates in Africa. The Economic Commission for Africa might also be prepared to consider book publishing in the context of industrial development.

43. There was a consensus in the meeting that Book Development Councils could be a very effective means of establishing and carrying out national plans, including financing. It was noted that these Councils existed in a number of countries in different parts of the world and that they had been a useful mechanism for centralizing and inspiring a national book effort. Several experts stressed that such Councils should be broadly representative bodies which included members of the entire book community - publishers, printers, librarians, writers - as well as all interested government departments.

44. It was noted that Book Development Councils would necessarily vary from country to country but that, whatever the form they took, they could be a mechanism for drawing up national plans. Participants from both Africa and outside the region observed that these Councils would also help to make the public authorities fully aware of the needs of the book industry and ensure that books and other forms of assistance for book development were included in lists of needs stated to donor countries. Experts noted that there were organizations, which performed certain of the functions indicated for a Book Development Council, and that it will only be necessary for the functions of such books to be extended. It should be made certain that any assistance that might be rendered from outside the region should take full account of existing national institutions.

45. The representative of the Director-General stated that Unesco could assist in the establishment of national Book Development Councils by means of short-term missions of experts upon request of Member States under the United Nations Development Programme. He said that under the programme for regional Technical Assistance, such missions could be dispatched in the course of the present year if requests were received immediately from Member States in the region.

46. In the course of the discussion of measures to promote book production in Africa the four consultants to the Secretariat emphasized in successive statements that the problems of the developing countries of the region were not so unlike those faced in developed countries in the recent past and even at present. They cited as examples the problem of relapse into illiteracy after schooling has ended and the [illegible] books to the reading public. On this latter point, they stressed that libraries must be geared to the needs and customs of the people. The consultants also agreed that, as in their own countries, it was necessary to impress upon public authorities the value of book development, and that a unified approach by the book community could be highly effective.

Training and research

47. Among the measures that could encourage book production in Africa, the experts stressed the importance of training and research. Training was required in every aspect of the book industry. This included not only book production but also the creative activities of the author and the illustrator, the editor and the printer. In addition, a great many participants spoke of the importance of training all those concerned with book distribution and, in the first instance, the librarian.

48. The experts agreed that there was a lack of basic training in the whole editorial and technical book process. A satisfactory book is the result of welding together all the various elements (manuscript, lay-out, illustration, printing, binding, pricing and eventually distribution). Exceptions to this shortage do exist and, in particular, managerial skills have frequently been supplied by foreign administrators. A considerable number of experts spoke, however, about the urgent need for "Africanization", particularly at the management level. A number of experts said that this was in fact occurring in their countries.

49. Participants stressed the need for not only increasing the quantity of books but also of ensuring that the books are physically more appealing, sturdier and capable of longer use. One expert with long experience in the printing trade described in detail the problems of printing books in a tropical climate, including the questions of paper, ink, binding and so on. Another expert spoke of the difficulty of obtaining type needed for printing the special characters used in African languages. He added that this was a matter in which research by Unesco could be helpful and in which bilateral and other aid programmes might play a part.

50. All of this discussion pointed to the need for training, ranging from the graphic arts to the development of authorship. The representative of the Director-General informed the meeting that provision had been made in Unesco's Draft Programme and Budget for 1969-1970 for the holding of two training courses in Africa. The meeting noted this with satisfaction and concurred with the suggestion that one course might deal with the editorial and creative side and the other with production, including the graphic arts.

51. A discussion occurred on what could be done to help train authors, with particular attention to writing in the local languages. A spokesman for the World Confederation of Organizations of the Teaching Profession (WCOTP) urged that Africa should draw upon the largely untapped reservoir of writing talent represented by its 650,000 primary and second level teachers. He suggested that proper encouragement would produce manuscripts from these teachers and that careful screening would select the most talented. The WCOTP representative called for generous leave arrangements for these teachers and other civil servants who had demonstrated their ability to provide manuscripts for schools and for general reading.

52. A number of national, bilateral and international endeavours have been made to develop writing skills. Unesco itself has sponsored workshops, notably through the Accra Centre. Particularly in the case of textbooks, a workshop can provide a survey of the whole process of making a school book, including ways to integrate the textbook with the syllabus in use at the particular grade level toward which the book is directed. Several experts commented that writers could benefit from having their manuscripts tested in sample classes and examples were given of the way this worked in a number of countries.

53. In terms of general publishing, most of the well-known African writers have been published in English or French rather than in indigenous languages. Deploring this situation, experts called for further efforts to develop authorship in African languages.

54. In connexion with the production of literature in African languages, one expert called for assistance in translating world-renowned literature into indigenous languages. Another expert said reverse efforts should also be made, i.e. to ensure that African creative production was translated and published in languages of wider diffusion.

55. The experts felt that a systematic approach to the problems of book development in Africa, including training and research, would necessitate the establishment of one or more regional centres. It was felt that geographic and cultural patterns permitted an effective use of such centres in which there could be a pooling of resources.

56. Among the tasks which could be entrusted to such regional centres would be that of serving as a base for training programmes and for research and clearing house activities on problems of book production in Africa, including the graphic arts. Such centres might also promote the publication by several different countries in the region of co-editions in which, for example, the same illustrations were used in editions in several languages.

57. Accordingly, the meeting strongly recommended that regional book production centres be established in Africa. It was urged that Member States should initiate action for this purpose and that Unesco co-operate in the endeavour. Bilateral aid programmes might consider granting financial assistance to regional centres.

Future needs

58. The discussion of future needs for books revolved around the key issue of priorities. The Unesco Secretariat working paper had made a distinction between educational and general publishing. Experts felt that, in view of Africa's limited resources, it was not possible to devote equal importance to both.

59. Some experts urged that general publishing could not be assigned a subsidiary place. It was difficult, in any event, to make a sharp distinction inasmuch as the term "general publishing" embraced the whole broad field of literature needed for the follow-up to literacy campaigns; it also included history, popular science and so on. The view was advanced that if textbooks occupied an almost exclusive place in a country's book supply, the inevitable result would be the absence of a reading public outside the classroom.

60. Many experts, on the other hand, maintained that in view of the urgent need for skilled manpower to stimulate economic and social progress, there could hardly be any question of diverting any considerable amount of a country's limited resources for publication of books other than educational ones. In this connexion, they recalled that the present ratio of African publishing was 80 per cent educational and only 20 per cent general publishing.

61. One expert spoke of the vicious circle of the need for books for education and the need for education to develop a reading public for books. Another declared that persons who wanted general books could get them from outside Africa, but that domestic production should be largely devoted to school books. The consensus of the meeting was that for the foreseeable future educational books should take precedence.

62. During the discussion, the rôle of the State in publishing educational books was evoked. A number of speakers felt that private publishers would find it difficult to survive if they were deprived of the textbook market. It was argued that the textbook market therefore was essential to the development of a publishing industry.

63. It was felt by many that private publishing was more likely to ensure a diversified textbook supply from which educational authorities could draw up a recommended list for use in schools. It was important that these books should be made available at the lowest possible cost. Whether such educational publishing remained in private or State hands, however, experts maintained that care must be devoted to the reaction of the users so that this "feedback" could ensure that books were tailored to the changing needs of the school.

(a) Educational publishing

64. Before considering the problem of future needs for books in in-school education, the meeting wished to record certain basic facts. Only 18.5 per cent of adult Africans are literate; 47 per cent of Africans between the ages of 5 and 19 are in school. To meet this problem the Conference of African States on the Development of Education in Africa (May 1961) adopted the Addis Ababa Plan. Since then, a number of meetings and conferences have added further elements. Among these were the Meeting of Experts on the Adaptation of the General Secondary School Curriculum in Africa (Tananarive, July 1962), the Regional Conference on the Planning and Organization of Literacy Programmes in Africa and the Conference of African Ministers of Education (both in Abidjan, March 1964). This Plan envisages that there will be 32,800,000 first-level students in 1980; 5.9 million young men and women will be attending schools of secondary education; and 247,000 will be enrolled in institutions of higher learning.

65. To meet this rapid increase in school population a corresponding rise is necessary in the number of textbooks available. In point of fact, the increase in textbook supply will have to be even larger than the rise in student enrolments, since Africa already has a substantial book deficit in its schools.

66. The production of textbooks adapted to new curricula requirements and the African environment was considered to be crucial. There is a need for drastic revision of content and rewriting of books for African countries, with examples and demonstrations with which the African child is familiar. This is particularly important in the fields of botany, zoology and physics among science subjects and in history, geography and biography among others.

(i) Books for first-level education

67. Inasmuch as the goals of the Addis Ababa Plan envisage universal primary education by 1980, the experts agreed that special attention must be given to ensuring that these pupils have enough books. The meeting expressed great concern over the present shortage, particularly since educators estimate that a pupil should have permanent access to a minimum of 400 pages during the first 5 years of schooling. This would be the equivalent of slightly more than 25 book units[1] per child.

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(1) For technical reasons, books are usually produced in 16-page sections or fractions thereof. One "book unit", as used in this report, is equivalent to 16 pages.

68. It was noted that many countries of the region are attempting to provide school books for primary level education free of charge. This is a goal that most experts agreed is highly desirable, but it also represents a major outlay for the various nations. The experts noted an estimate that had been made for Asia that the provision of free school books for pupils in all seven primary grades might involve an addition of 10 to 15 per cent of recurring State expenditures on education.

69. At the same time the meeting felt that primary school teachers need to have access to an adequate personal book library for work purposes. In view of the low pay scales for primary school teachers in the region, such books would also have to be provided in large measure by the State, despite the financial burden.

70. In 1980, with 32.8 million pupils in first-level education, a supply of 820 million "book units" (or 13,120,000,000 pages) would be needed for students and their teachers.

(ii) Books for second-level education

71. At the secondary level, the Addis Ababa Plan foresees 5.9 million young men and women in school by 1980. While the number is considerably smaller than for first-level education, the experts noted, it must be borne in mind that each student needs more reading materials, so that the total number of book pages required is quite high. It would be 375,000,000 book units or 6,000,000,000 pages. Inevitably, also there would be greater diversification of education, with major emphasis on vocational training, a field in which modern textbooks are in particularly short supply in Africa.

72. In would seem necessary to assign high priorities to books on applied science for secondary education, and particularly to technical manuals, work books and work sheets for practical exercises and self teaching. This is an area in which many experts recommended special efforts towards regional printing so as to reduce the cost of the books to educational authorities, students and the general public. Publications could also be envisaged in several different language editions, using the same illustrations.

73. Once again, many experts felt that the provision of adequate books for secondary school teachers was an integral part of the educational book supply problem. There is a particularly urgent need for information in the sciences and technology.

(iii) Books for third-level education

74. In 1980 it is expected that a quarter of a million Africans will be receiving university education. While a considerable number will continue to be educated outside the region, long-term development requires the strengthening of universities within Africa itself. The students will require 30.9 million book units (494,400,000 pages).

75. At the university level these textbooks must be supplemented with a supply of reference works and other reading materials that are essential for a fully-rounded university education. The experts were agreed that the provision of such additional works might have a significant impact on a country's development since it could inspire a particular student with a new insight or an indication of a new line of research that could have broad implications.

76. A phenomenon peculiar to the region is the existence of so-called "private students". They are not officially enrolled in university courses but study on their own in order to prepare for university examinations or for professional advancement. Since they are unable to attend lectures or participate in laboratory work, their need for textbooks is even more extensive than the regular students. The same was also true for students of correspondence courses.

(iv) Books for out-of-school education

77. The meeting felt that it was difficult to estimate the demand for books for out-of-school education. This was an area where the shortage of books is particularly distressing, however. Not only is there a need for primers and other textbooks designed for an audience which is newly literate and in most cases adult, but follow-up material must also be provided. The problem is that ability to read fades rapidly unless material is available to exercise the new skill. In 1980 a rough estimate indicates that almost 254 million book units will be needed (or 4,064,000,000 pages) for out-of-school education.

78. Courses for out-of-school education must provide quite varied material since they deal with such diverse subjects as co-operatives, agriculture, animal husbandry, health, nutrition and home economics. Out-of-school education inevitably tends to be less structured than the more traditional kind of teaching.

79. The meeting noted that these requirements may be changed by the results of experimental literacy projects linked to national plans for social and economic development, which were being undertaken by Unesco under the United Nations Development Programme and which affect some one million persons in Africa. In Africa today new literates seek books that have practical applications, the experts said, with the incentive to read residing in the possibility of economic or social betterment. This being so, the price of follow-up books to the individual becomes a vital element in the success or failure of literacy campaigns.

80. The experts concluded that it was also probable that follow-up materials would be used in conjunction with modern audio-visual teaching devices: maps, diagrams, materials which adhere to blackboards, film slides and moving pictures, educational radio and television programmes.

81. It should be noted that books for out-of-school education include those intended for people wishing to maintain and improve technical skills.

(b) General publishing

32. General publishing in Africa, as has been noted, occupies a small percentage of the present African book market. Nevertheless, it seems safe to assume that rising literacy rates and increased purchasing power will together operate to create a greater market. The meeting had before it estimates that general publishing which now provides only 20 per cent of the African book supply, would probably rise to 40 per cent by 1980.

83. The experts were agreed that the future of general publishing depended in large measure on the availablity of books at prices within the means of the reading public. The meeting was told that, adopting the pricing rule of American pocketbook publishers (that a book should cost no more than the hourly wage scale), one research organization had concluded that the average price in French-speaking Africa, for example, should be between 30 and 35 francs CFA, or 12 to 14 US cents.

(i) Children's literature

84. One of the major needs in terms of books for Africa, aside from textbooks, is that of children's literature, the experts agreed. With a growing number of children in school, supplementary reading material must be made available.

85. Children's literature flourishes in those countries of the world in which there is institutional buying of children's books by school and public libraries, the meeting was told. In some countries outside the region, between 75 per cent and 90 per cent of most children's books are bought for school and public libraries, with money provided partly by local authorities and partly by the central government.

86. It was stressed that children's book publishers often spend more on design and production than other kinds of publishers. Their books have to be extra attractive and extra cheap. Attention must be paid to the kind of language used, the experts concluded, so that the book will speak at the level the child understands and use concepts which touch a chord in the child's mind. However good a book is as a piece of literature, they believed, it will sit undisturbed on the bookshop and library shelves unless it has also been designed and produced in a way that is attractive to children.

(ii) Scholarly, scientific and technical publications

87. The meeting recalled that scientific publishing constituted some 17 per cent of African book production, which was below the percentage prevailing in most advanced countries. African

professors and scientists have comparatively little time for research and writing. Economic and scientific development, agricultural reform, industrialization, educational revolution and the almost universal concern for the preservation of traditional cultural values create pressures for scholarly and technical publishing. Governments, taking cognizance of this, are beginning to encourage scholarly and scientific publishing. One result is the creation and strengthening of African university presses.

88. But the meeting stressed that if more opportunities exist for the African scholar to write, so do opportunities for travel. Richer nations were vying with each other in awarding exchange grants that draw productive scholars away from their own countries, it was felt. This fequently results in a tendency to publish abroad. The meeting noted with satisfaction that, despite the difficulties, more and more scholarly books are being published in Africa every year.

(iii) Paperbacks

89. The "paperback revolution" offers enormous opportunities for the provision of low-cost reading materials in Africa. Traditional hard cover books are, for the most part, well beyond the purchasing power of the general public in Africa. Consequently, the experts felt , plans to meet Africa's huge requirements must inevitably be geared to maximum use of paperbacks to expand education, provide new literates with reading materials and raise the cultural level.

90. Two limiting factors should be taken into account, the experts emphasized: the availability of suitable manuscripts written in African languages, on the one hand, and the need for translations of excellent quality, so that outstanding works of world literature can be made available. A consultant to the Secretariat gave examples of developing countries in which, by the use of paperback techniques, it had been possible to publish books in large editions at low prices. The general feeling of the meeting was that paperbacks were going to play a vital part in the expansion of the African book industry to meet the immense needs of the future.

(c) Distribution and promotion

1. Libraries

91. In turning to the question of book distribution, the meeting was of the opinion that libraries were the key factor. It agreed that since libraries were a stabilizing element in book publishing, in that they provided an assured market for books, there should be co-ordination of library and book development programmes.

92. Since average incomes were low in Africa with consequent reduction of the book-buying potential of the public, development of the library system would, on the one hand, meet the requirements of African readers and, on the other, help to create a flourishing book trade. It was observed that the degree of development of libraries varied considerably in African countries. One participant reported that his country did not have a single public library.

93. The special importance of the public library to new literates and early drop-outs from schools was emphasized. Public library services needed to be developed in the region in a systematic manner. The meeting was informed of an estimate made at a recent Unesco expert meeting in a developing region that an investment of at least 5 US cents per person per year over a period of 15 years would be necessary to provide adequate public library services. It is possible that for the African region this average of annual investment may need to be increased.

94. On the subject of school libraries, the experts held the view that these were essential components of any educational system and that they contributed both to the improvement of the quality of education and to the development of the personality of the child. Their function in the inculcation of the reading habit, which needed to be fostered to ensure the success of a book development programme, was emphasized.

95. The meeting was informed that a way used in one country to distribute these books in indigenous languages was to see that they were available in school libraries. A criterion that had been applied at one point - until it had to be suspended for lack of available funds - had been that there should be at least 1 1/2 books per child in the school libraries and that these books should be other than textbooks. In other words, if therewere100 children in a school, the library should have at least 150 books. This was essential to inculcate the reading habit.

96. It was suggested that school libraries should be supported by funds provided in the general education budget of each country. At the expert meeting referred to above, the suggestion had been made that funds available for school libraries should constitute at least one per cent of the total education budget of a country. A similar investment for school libraries in African Member States might be considered.

97. One of the disturbing factors in large-scale educational and literacy programmes was the high percentage of new literates who relapsed into illiteracy. This indicated a need for effective library services and reading rooms, particularly in rural areas. Some experts observed that the African region urgently needed the establishment of documentation centres to serve their economic and social development programmes.

98. The participants agreed that the establishment of library and documentation services could proceed at a quicker pace if properly planned. For this purpose the establishment of a strong representative central authority supported by the necessary legislation was needed.

99. The major problem facing African countries was the lack of suitably-trained professional librarians. The meeting suggested that library education should be given high priority. In this connexion, one expert observed that courses in librarianship should be given at teacher-training schools so that secondary school teachers could be taught how to establish, maintain and operate school libraries.

100. The importance of audio-visual materials as a supplement to books was emphasized. It was suggested that school and public libraries should provide facilities for the use of these materials.

101. As accessories which would be useful to librarians, publishers and booksellers, the meeting suggested that African Member States organize the compilation of national bibliographies. For this purpose it would in addition be necessary that national deposit laws be framed and enacted.

102. The experts noted with satisfaction that Unesco's Draft Programme and Budget for 1969-1970 included a proposal to hold a meeting of experts on the planning of library services in Africa. It was felt that many of the problems of library development which had been raised at the present meeting could be pursued there.

2. Bookselling

103. The meeting was of the opinion that any effort to expand African publishing would require a parallel improvement in bookselling throughout the region. The problem is particularly acute in rural districts which contain a high proportion of Africa's population.

104. Basically, the experts agreed, there are three major types of book distribution in use throughout Africa.

105. (i) The first is the traditional one of the bookshop. Bookshops are fairly widespread in the large cities and towns of Africa and usually maintain adequate stocks of the more popular titles. As one moves farther from the principal cities, however, the bookshop becomes more and more rare except in the case of stores operated by various missionary societies.

106. (ii) Department stores and other general merchandise stores are gradually taking a rôle in the distribution of books, and these represent points of sale which spread the distribution of books to smaller towns in rural areas. Books are also sold at local markets. The volumes tend to be single copies, often secondhand, and the stock is frequently haphazard.

107. (iii) Itinerant traders are usually the principal source of general books in remote areas. Experts said the petty trader with a handful of books is a frequent sight in the countryside. He transports the books by bicycle or on his own back.

108. Many participants said that the distribution of textbooks and supplementary reading material for the adult literates could be strengthened if book stalls were attached to schools, community project centres, farmers' clubs, youth centres, health clinics and so on. Bookselling by van also had a rôle to play.

109. The experts noted that countries outside Africa with comparatively few bookshops sell books by mail order. This is a major feature of book distribution in the United States of America. Special book advertising rates in newspapers and magazines encourage this kind of distribution and lower postal rates for printed matter also help to stimulate sales through the post.

110. This method has been tried with varying degrees of success in Africa. For it to succeed, however, a safe and cheap method of shipment would have to be evolved.

111. The question of costs of distribution was examined by the experts, who felt that it covers a much wider area than merely that of postal charges. There is the transport from publisher to bookseller and then from bookseller to customer. Since most books in Africa are imported from outside the continent, it is a significant burden on bookselling that ocean freight charges are so high. These may run to 10 and 15 per cent gross. When road transport charges are added to this the costs may rise to as much as 30 per cent.

112. The meeting recognized that a further element in transport was one of time. Since the books must travel long distances, they must be ordered far in advance, although facilities for storing books are not extensive. This time/distance problem frequently results in limiting the variety of books available from abroad and complicates the distribution of textbooks as well as general reading material.

113. Nevertheless, the experts noted that increasing efforts are being made throughout the region to establish centres for the co-operative stocking of books so that adequate supplies can be made more readily available.

3. Book promotion

114.. Turning to book promotion, the experts felt that libraries could act as a central agency for the organization of book fairs and national book weeks, which are vigorous elements in promoting increased use of books.

115. The meeting noted that national book weeks were becoming an increasing part of African life, whether organized directly through the libraries or through literacy bureaux. Book festivals jointly organized by publishers, booksellers, librarians and schools have also been used successfully to increase book utilization.

116. Experts declared that the press, film, radio and television, where it exists, can also be used to stimulate readership. Publishers' catalogues and other up-to-date bibliographical material is of considerable value not only to booksellers but to the general reading public.

117. The meeting noted the existence of a scheme which is apparently not yet in general use in Africa but which has proved its value in other developing areas - the "home library plan". Under such a plan subscribers commit themselves to paying a fixed sum of money per year, for which they get books whose list value far exceeds the actual investment.

118. The experts called attention to other devices to stimulate book reading, including "readers clubs" which frequently take the form of book discussion groups organized through the libraries.

(d) The international flow of books

1. Trade Barriers

119. The meeting noted that imported books are subject to a variety of taxes and controls, ranging from turnover and statistical taxes to import licences, but the principal barrier to free importation is the shortage of foreign currency.

120. A certain number of countries in the region utilize Unesco book coupons to facilitate the purchase of foreign publications and as a means of overcoming currency barriers. Unesco provides national distributing agencies, appointed by governments, with coupons normally payable in U.S. dollars, pounds sterling or French francs. In a number of countries Unesco has also agreed to accept local currencies. The purchaser, who buys coupons in local currency, uses these to order the needed publications from a publisher or bookseller abroad, who, in turn, is repaid by Unesco in his own currency. The representative of the Director-General, in response to an expert who said that Unesco coupons had not always been accepted in certain countries, suggested that such cases should be brought to the attention of the Secretariat.

121. The meeting also noted that the Unesco Agreement on the Importation of Educational, Scientific and Cultural Materials eliminates duties on books and provides that foreign exchange shall be granted for the importation of books by public libraries. At present, the Agreement is applied by 13 African countries.

122. In general, the meeting concluded that Member States should take all possible measures to ease the international flow of books, as book imports were bound to be an important source of African supply for some time to come.

2. Translations

123. The meeting noted that the simplest, although not always the most effective, means of providing books in local languages is by translating already existing texts. In the case of books for schools, these could occasionally be improved by adding chapters with information of a local nature or by changing examples given to make them more topical or familiar in appeal.

124. In the case of national literacy campaigns, conducted in several languages, this kind of translation has been employed in a number of countries, it was noted. It has been limited, however, by the lack of fully trained translators. In general, the experts felt, problems of translation are a part of the general situation of the publishing industry in any country. There will be a flourishing translation programme only if there is a flourishing publishing industry.

125. A persistent obstacle to translation, it was noted, is the lack of scientific and technical terms in African languages. Thus, the experts felt that the preparation of acceptable scientific, technical, goegraphical and historical dictionaries and reference books was a prerequisite to a successful African translation programme. Otherwise publication of scientific and technical books would have to be limited to vehicular languages of wide use in Africa such as English and French.

3. Copyright and book deposit laws

126. The meeting heard an introductory statement by the Unesco Secretariat on national and international aspects of copyright as they relate to book development in Africa. The rôle of copyright in protecting the rights of authors and thereby encouraging the writing of books was described. The statement also dealt with the relationship between copyright and the flow to African countries of books originating outside the region.

127. An account was given of efforts to modify international copyright protection so as to reconcile the right to ownership of works of creative expression with the needs of developing countries for economical access to such works. This approach would require modification of the two major international conventions in this field - the Berne Copyright Convention and the Universal Copyright Convention - and would entail complex procedures.

128. An alternative method of dealing with the problem would be the reduction of the financial burden to developing countries of obtaining external works. This could be accomplished by aid measures to help pay for copyright costs. As an example, mention was made of action that might be taken by producing States to make allowance, within the framework of programmes of co-operation and bilateral aid, for a fund designed to pay royalties to those of their nationals whose books are used in developing countries. In response to a question, it was reported that, at meetings in Geneva in December 1967, the Intergovernmental Copyright Committee under the Universal Copyright Convention and the Permanent Committee under the Berne Copyright Convention enivisaged the possible establishment of a joint group to study the present situation; this group would take into account the needs of developing countries and the importance of maintaining effective copyright protection.

129. In the ensuing discussion, one expert asserted that the "treasure trove" of African folklore was being exploitedby foreign enterprises to produce works which were then copyrighted. The African countries, he said, had to pay royalties for using these works. A number of experts joined in calling for arrangements, more equitable to the African countries, in international rules for copyright protection and for payment for use of copyrighted works.

130. Other experts, stating that copyright protection worked also to the benefit of the African countries, affirmed the need to observe copyright regulations.

131. With respect to book deposit laws, experts suggested that Unesco should draw up model laws for the guidance of Member States. Others pointed out that many such laws were already in existence and could serve as models.

132. The experts concluded that studies were needed of the present situation in the copyright field as it relates to the flow of books to African and other developing countries. It was suggested that Unesco might convene a meeting of experts on this subject.

II. CONCLUSIONS AND SUGGESTIONS

133. The meeting wished to record the main conclusions emerging from its discussions, with particular emphasis on the planning of book development, which had been a central thesis. While various suggestions made in the course of the discussions were to be found earlier in the report, the meeting wished to summarize and reiterate the main lines of action proposed for the planning of book development in Africa.

A. Planning of Book Development

134. Book development planning must be carefully integrated into each nation's overall development effort. In order to accomplish this, the meeting felt, it would be useful to establish tentative minimum targets for the expansion of book supply in the region between now and 1980, which was the date fixed for the attainment of the goals for education set by the Conference on Educational Development in Addis Ababa and modified at Tananarive. The establishment of regional targets would be helpful, even though it was evident that each nation would need to adapt these targets for book supplies to its own situation.

135. In setting regional targets, the meeting wished first to recall the present situation as it had been set forth in this report.

136. There is an acute shortage of books in the region. The highly developed countries have a rate of production of books which is as much as 135 to 200 times greater than that of Africa.

137. In the planning of book development, the premise was generally accepted that the future of publishing in the region depends, in large measure, on the expansion of education. This was crucial both in providing reading skills and motivation and in raising the economic level of the region so that potential consumers can afford to purchase books.

138. On the basis of the plan for educational development up to 1980, it becomes possible to assess the region's needs for educational books for that period. This emerges from an evaluation of the minimal number of book pages required by pupils, teachers and literacy workers. By 1980, the per capita supply of educational books should reach 72 pages annually.

139. Achievement of the objectives of the educational plan, including the eradication of illiteracy, would require a considerable expansion also in the annual supply of general books. Here again, economic progress and higher educational levels would combine to create greater demand for books. The supply of general books might tentatively be expected by 1980 to reach a level of 48 pages per person per year.

140. Taking both educational and general books together, the regional target would be 120 pages per person per year by 1980. It is to be emphasized that this is a regional target which must be translated by each country into national goals.

141. The annual increase required for both educational and general books is 12.2 per cent. In the period to 1975, the increase required would be larger, in the neighbourhood of 16 per cent annually.

142. As a guide to the establishment of priorities for book development planning, the meeting recommended the following points:

(i) authors of educational and cultural books should as far as possible be Africans;

(ii) the first languages to be promoted should be African languages;

(iii) the content of books should be in line with the actual needs of the users. Priority should therefore be given to those subjects which are best integrated in the social, economic and cultural context of Africa while opening the reader's mind to the world;

(iv) priorities in book printing should be based on the urgency of the needs in general education and literacy work, and of those who are already in gainful employment;

(v) printing techniques should come up to the users' requirements while remaining as inexpensive as possible.

143. The attainment of the book supply targets up to 1980, as drawn up at the present meeting, will require, above all, national planning of the production and distribution of books. The meeting considered that one of the best ways of carrying out this planning function was by the establishment of national book councils. Such councils should be broadly representative bodies, including members of the entire book community - publishers, writers, librarians etc. - as well as interested government departments, including ministries of education. Accordingly, the meeting strongly recommended to Member States in Africa that national book development councils should be set up at the earliest possible date.

144. As a feature of such central national book bodies, the Economic Commission for Africa suggested that various language groups set up textbook committees made up of representatives of teachers' associations, education administrators and local representatives of Unesco, which might identify potential authors, illustrators and editors and help provide them with adequate incentives, as well as arranging for training overseas through bilateral and multilateral fellowships. Another activity that might well fall within the province of book councils was the provision of bibliographical tools, such as national bibliographies, which are of assistance to librarians and distributors as well as to publishers.

145. Participants stressed the importance of the economic element in planning and the urgent need for increased financial resources. Whilst approaches can and should be made to national development banks and international finance institutions, such as the International Bank for Reconstruction and Development and the African Development Bank, other avenues could also be explored. Improved credit facilities for recurring expenditures might be sought from commercial banks as well as State institutions which specialize in short-term credit.

146. Bilateral aid programmes also offered major possibilities for assistance in expanding book industries. As had been reported at the meeting, a number of these programmes were already in operation in various countries of the region, but the possible scope of further assistance of this nature is considerable.

147. In any event, it is apparent that a fundamental requirement for book development in Africa will be long-term, low-interest financing for fixed capital investments and short-term assistance to meet pressing immediate requirements.

148. The meeting recommended that the Organization of African Unity (OAU) through its Education Commission should be urged to assist in the development of regional activities to strengthen and foster progress in the book industry.

149. An important feature of planning will be the materials required for a book industry, particularly paper. In this connexion, the FAO pointed out that to develop the indigenous resources and to plan forest plantation programmes, as well as to investigate the feasibility of new pulp and paper mills will demand the assistance of the developed countries, as regards both technical advice and financing of the long-term credits. "It is in the co-ordination of these efforts that FAO can prove most useful in so far as its activity in the realm of forest industries is concerned", the Organization continued.

150. The FAO observed that for Africa as a whole, the pulp and paper production that can reasonably be expected in the field of cultural papers is likely to require investments totalling $265 million between 1961 and 1970, and $473 million between 1970 and 1980. These figures would drop to $40 million and $168 million, respectively, if the needs of Western, Central and Eastern Africa only are taken into consideration.

151. In presenting the FAO working paper on "Meeting the Demand for Newsprint and other Printing Papers in Africa", the FAO representative laid stress on the fact that, despite Africa's vast forest resources, it would be difficult to exploit them for paper-making. He emphasized that the forests were not homogeneous and that the wood fibres were short - both of which made it difficult, for the moment, to establish paper-making industries. The FAO, he declared, is already conducting research on the problem and has set up a regional advisory group on forest industries with the ECA.

152. Experts recalled that a number of advanced countries had made gifts of paper to African Member States and expressed the hope that such generous assistance would be continued and extended. They also urged that efforts be made to establish paper factories in Africa.

153. In addition to paper, the experts noted, printing equipment and supplies for the presses also have to be imported, frequently over large distances. Printing blocks, type faces and plates for photo-offset printing also are scarce. Servicing of the equipment may also have to come from abroad since there are not enough technicians for adequate maintenance.

154. It was stressed that African governments have hesitated to make scarce foreign currencies available for this kind of investment which, although essential, is not immediately productive of income. Indeed, in some cases rather heavy tariff restrictions reduce the entrance of paper and other materials for books.

155. Another major problem considered by the meeting was the lack of sufficient trained personnel to operate equipment. Although some training courses are offered, there is no general plan for technical training in the printing trades in most of the region.

156. In concluding its resumé of what might be done by Member States, the meeting stressed the importance of creating the infrastructure of national publishing industries. The most important measure that could be taken was to establish a national book development council designed to co-ordinate the effort required in each country to achieve the targets drawn up by the meeting for book development to 1980.

B. Suggestions for Unesco's programme

157. The meeting considered that the programme for book development in Africa was related to a great many of Unesco's activities. The production of reading material has an evident relation to education; Unesco's efforts in the fields of mass communication, culture and science are also closely linked with book development since everything that the Organization does in these fields is made more meaningful by functional literacy created and strengthened by adequate supplies of books. Beyond that, however, is the whole interrelation between a healthy book industry and economic and social progress. Books have a basic rôle to play, particularly in the developing countries of Africa.

158. The experts offered a series of concrete suggestions as to ways in which Unesco's programme could best serve to promote book development in Africa. These suggestions are set forth below. The whole programme is to be carried out in close co-operation with National Commissions for Unesco.

1. Planning.

159. The need for systematic planning of book development in Africa, the experts agreed, must be reflected in Unesco's own programme. This is particularly true with regard to Unesco's contribution to the realization of plans for the development of education in Africa up to 1980, as embodied in the programmes set out by the African Ministers of Education. In this respect, the targets for educational publishing should be subject to continuing study and research. Unesco's work to eradicate illiteracy would have to make full allowance for the vast increase in the quantity of books needed for out-of-school education.

160. The experts were glad to note that the Conference of African Ministers of Education being convened by Unesco at Nairobi in July 1968 could offer an early opportunity for consideration of ways in which educational publishing in Africa might achieve the vast expansion needed. Accordingly, the meeting suggested that the Director-General of Unesco consider bringing the present report to the attention of the Nairobi Conference.

161. With regard to the regional targets for book supply to 1980 which had been drawn up at the meeting, Unesco might provide assistance to Member States, upon request, in drafting both immediate and long-term national goals. The Organization, either itself or through specialized institutions, should make a thorough study of the relationship between the quantitative and qualitative aspects of book dissemination in Africa. Such research, including detailed statistical analysis, would help to convince public authorities of the importance of books and might thereby stimulate investments in this field. These studies would help each African country to make the detailed national assessment which was necessary. The results of the national studies could then be submitted at the earliest possible date by Member States to the appropriate regional bodies.

162. With regard to the problem of financing the expansion of the book industry, it was suggested that Unesco could play a technical rôle in helping to assess the financial implications of book development. At the same time it could assist in the harmonization of bilateral aid programmes to meet changing needs and could serve as a clearing house for information on book activities in Africa.

163. Unesco could take the initiative in bringing African book problems to the attention of international, regional and national development financing agencies, so as to encourage the granting of loans for domestic publishing enterprises.

164. Having recognized the vital importance of national book councils in promoting the entire programme emerging from the meeting, the experts called upon Unesco to assist such councils in all possible ways. It was anticipated that these book councils would be broadly representative bodies with adequate budgets and with professional staff working on a full-time basis.

165. The setting up of book development councils would involve problems of a technical, legal and administrative character in which the advice of experts made available by Unesco could be extremely helpful. Accordingly, the meeting noted with satisfaction a statement by the representative of the Director-General that Unesco would be prepared to send such missions in

the course of 1968, under the United Nations Development Programme. It would be necessary, however, for requests to be received immediately from African Member States through the United Nations Resident Representatives.

166. Beyond 1968, the representative of the Director-General added, longer-term assistance might also be requested under the United Nations Development Programme. He stressed the need to make planning authorities aware of the rôle of books in economic and social progress so that they would be prepared to include book development in their national requests for technical assistance.

167. The meeting felt that the Economic Commission for Africa could play a vital rôle in the entire process of planning for book development. The Commission could also assist in the dissemination of scientific and technical information through translation and reproduction of documentary materials in support of economic and social development programmes. Experts recommended that the present report be brought to the notice of the Commission and that the Commission consider the appropriate steps to be taken to give due recognition to the investment potential and economic contributions of the publishing industries, and to encourage national action for book development.

168. The meeting recommended that in general the resources of the United Nations system should be mobilized in support of African book development. The International Bank for Reconstruction and Development, as well as its subsidiaries, should consider the granting of long-term, low-interest loans for publishing industries.

169. It was suggested that many of the problems involved in the development of domestic publishing industries in Africa were within the purview of the United Nations Conference on Trade and Development. Unesco should continue to bring this issue to the notice of UNCTAD. The problem of reduction of tariffs on the importation of paper, printing equipment and other materials needed by the book industry might appropriately be brought to the attention of GATT.

170. The meeting invited Unesco to pursue studies with the Food and Agriculture Organization on the paper problem in Africa. Unesco might usefully chart and assess Africa's paper needs for book production, as a basis for FAO's efforts to establish viable industries for paper manufacture in the region.

171. A major recommendation of the meeting was that one or more regional centres for book production in Africa should be set up. Unesco should assist as far as possible in the establishment of such centres. Member States wishing to take the initiative for the setting up of regional centres might make this known to Unesco. The Organization might be of assistance in providing information on the financial implications, the possible programme of work and the administrative framework of such centres. Among the functions which some experts suggested for the centres would be to help find publishing outlets for manuscripts by African authors. In general, regional centres could serve as focal points for the training and research needed to promote book development in Africa.

2. Promotion and distribution

172. In its consideration of the promotion and distribution of books, the meeting devoted considerable attention to ways of inculcating the reading habit. There was widespread feeling that a prerequisite to book development was the existence of a "cultural milieu" conducive to reading. In this connexion it was necessary to stimulate and encourage reading in African languages. There was a suggestion that each country should create or develop an academy or bureau of languages as a means of fostering the publication of works by African authors. Such institutions in the different countries might exchange their material and make arrangements for seminars bringing together people using similar languages.

173. All these questions should be the subject of study and research which might be promoted by Unesco. Unesco's linguistic studies should pay particular attention to African languages. The Organization might also conduct studies on motivation as it affects book use, with particular attention to the problem of relapse into illiteracy. Unesco might also assist in translating world renowned literature into indigenous languages.

174. An important factor in book promotion is the holding of book festivals, book weeks, exhibitions and so on. Member States in Africa might consider requesting the dispatch of experts, under the United Nations Development Programme, who could advise on the organization of such book promotion activities.

175. It was suggested that the most important action Unesco could take to promote book distribution was to encourage library development. The meeting felt that if a "cultural milieu" was essential to the promotion of the reading habit, libraries were essential to the promotion of a cultural milieu.

176. In the drawing up of long-term regional targets for library development, Unesco could be of great assistance. In order to attain these targets, the establishment of national systems for public and school libraries, supported by the necessary legislation, should likewise be assisted by Unesco. These systems of public and school libraries would provide assured outlets for domestic book production.

177. Current national bibliographies were essential to book promotion. It was suggested that there should be annual bibliographical lists drawn up covering works published in African languages. Unesco could, upon request, advise on the practical implementation of such plans.

178. The experts noted with satisfaction that Unesco's Draft Programme and Budget for 1969-1970 included provision for the convening of a meeting on library development in Africa. It was hoped that this would be an occasion for drawing up targets for the expansion of libraries linked to the book development programme up to 1980 which had been established by the present meeting.

179. As to the flow of books to Africa, it was suggested that Unesco could draw the attention of Member States in Africa to the importance of adhering to the Agreement on the Importation of Educational, Scientific and Cultural Materials. Unesco could also expand its efforts to ease the flow of books through the other agreements and arrangements concluded under its auspices, namely the Universal Copyright Convention; the Convention concerning the International Exchange of Publications; the Convention concerning the Exchange of Official Publications and Government Documents between States; and the International Coupon Scheme.

180. Unesco might pursue its work with the Universal Postal Union to secure the lowest postal rates and maximum facilities for books. The International Air Transport Association and the International Railway Union might also be invited to consider granting more preferential rates for the transport of books.

181. With regard to the international flow of books, it was considered essential that Africa's own cultural heritage should be preserved. Scholars and others who use African source material should accord full recognition and adequate compensation. It was hoped that the present report would serve to draw this matter to the attention of those concerned with a view to the formulation of codes of conduct.

182. As to copyright and its effect on the availability and price of books for African countries, the meeting suggested, first, that vigorous action be taken toward the development of a programme of financial aid to reduce the burden of cost to developing countries of securing and using external works protected by copyright; and, secondly, that it was desirable for Unesco to convene a meeting of experts to consider methods of reconciling the right to protection for works of creative expression with the developing countries' needs for less expensive access to such works.

3. Training and Research

183. The meeting agreed that training was needed in all aspects of the production and distribution of books in Africa. With regard to training for authors and translators, national and regional workshops were considered useful and should be pursued. Further guidance for textbook authors, including the stimulation of writing by teachers, was necessary. Unesco might co-operate with other organizations, such as the World Confederation of Organizations of the Teaching Profession, in providing more opportunities for such training and in their efforts to ensure leave arrangements destined to facilitate writing by teachers.

184. The meeting felt that training in the graphic arts required special attention. Unesco should continue its practice of assisting Member States in Africa to organize regional seminars and workshops for training book illustrators and should seek ways of assisting art schools so that they can help meet rising demands for textbook illustrators.

185. Training for publishers and editors was also considered essential. Unesco should encourage the granting of fellowships for the training abroad of these and other professional categories of book personnel.

186. Training for librarians and directors of rural reading rooms is also urgent. Fellowships should similarly be provided for participants in workshops organized in different Member States of the region and elsewhere.

187. The meeting suggested that the Centre for Library Training at Dakar should be strengthened and that all concerned should seek to award fellowships at the Centre.

188. The meeting noted with great satisfaction that provision had been made in Unesco's Draft Programme and Budget for 1969-1970 for two training courses on book development in Africa. It was recommended that one course should deal with training on the editorial and creative side, while the second course should be devoted to training for production, including the graphic arts.

189. In the matter of research, the experts believed that Unesco might give particular attention to comparative studies on book development with special reference to planning. Such studies might usefully be disseminated throughout the region. The Organization could also provide documentation and the means for exchanging national studies. Particular attention might be given to research on the various methods of printing and composition, taking advantage of new technological developments which can lower costs on small as well as large press runs.

4. Professional organizations

190. The knowledge and advice of professional organizations, including the International Publishers' Association, the International Community of Book Sellers Associations, Franklin Book Programs and the World Confederation of Organizations of the Teaching Profession should be enlisted, particularly in the establishment and growth of national and regional book organizations in Africa.

5. Future Meeting

191. The Meeting suggested that Unesco's work to promote book development should be strengthened.

192. The experts recommended that at the appropriate time Unesco should convene a further meeting of experts on book development in Africa to review the progress made since the Accra meeting.

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